THE EFFECTIVENESS OF THE RE-ENTRY POLICY IN GOVERNMENT SCHOOLS: A CASE OF SELECTED SCHOOLS IN ITEZHI-TEZHI DISTRICT OF ZAMBIA

BY

CHULU LUNTHA - 714803143

MDEA 570

A DISERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT

THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY

LUSAKA

2016

i

DECLARATION

I, Chulu Luntha, do declare that this dissertation is my own work and that it has not previously been submitted for a degree at the University of Zambia and Zimbabwe Open University or any other University.

Date.10/08/16.......... signature.......... *Chuly*..............

DEDICATION

This study is dedicated to my wife, Njobvu Getrude Chulu, my mother, Lina Maluza Chulu, my father, Andrew Chulu, my sisters, Felistus Chulu Mumbi, Lina Chulu and Marcellar Chulu, my niece, Diana Mbewe, and my brothers, Allan Chulu and Sonkhani. A. Chulu, for their understanding and support during my academic life. The other dedication goes to my lovely daughter, Precious Chulu.

CERTIFICATION OF APPROVAL

This dissertation of Chulu Luntha is approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management of the University of Zambia and Zimbabwe Open University.

Signed by.. Date...10\ 08\ 2016

Signed by...Date...............

Signed by...Date.............

ACKNOWLEDGEMENTS

Table of Contents

ABSTRACT

Since 1997, the Zambian government has allowed girls who fall pregnant to take leave and go on maternity and then continue with their education after delivery. This shows that Zambia has a policy in place to carter for the continued education of girls returning to school after giving birth. Despite the policy being implemented, many young girls continue dropping out of school due to challenges encountered in their pursuit of education. The purpose of this study was to investigate the effectiveness of the Re-entry policy in government schools, from an educational management perspective, in Itezhi-tezhi District of Central Province of Zambia.

This study used the interpretative Phenomenological Analysis (IPA) and the data analysis approach which involved the coding of emerging themes on the effectiveness of the Re-entry policy in government schools from an educational management perspective. Interpretative Phenomenological analysis (IPA) as an experiential qualitative approach to research in social sciences is concerned with trying to understand lived experiences and how participants themselves make sense of their experiences. The main aim of using IPA was to explore in detail how participants made sense of their personal and social world.

This study involved 36 participants composed of two (2) head teachers, two (2) guidance teachers, four (4) teachers, four (4) teen mothers, four (4) guardians or parents of the teen mothers, and twenty (20) pupils of which ten were girls and the other ten 10 were boys. All the participants were picked from the selected two secondary schools in Itezhi-tezhi District using purposive sampling. Purposive sampling was used because it is suitable for the small sample size which was used in the study.

The findings of the study indicated that the Re-entry policy was not being effectively implemented in government schools from an educational management perspective. It was also found that there were low awareness levels among pupils about the Re-entry policy. The majority of the learners indicated that they were not aware of the Re-entry policy and this showed that the school management did not adequately sensitize the pupils on the policy.

This study recommended that it was necessary to include the Re-entry policy in the school curriculum so that both learners and teachers could have adequate knowledge of it.

CHAPTER ONE

INTRODUCTION

1.0 Background

Before the introduction of the Re-entry policy, it was common practice for government schools in Zambia to expel school girls who got pregnant from school. This situation disadvantaged the girls because after leaving school, the majority of them had no other option apart from being involved in pre- mature marriages. To some extent, this contributed to the under development of women. In June 1995, the Zambia Association for University Women organized a conference on the situation of the girl child in Zambia. The conference, which was held in preparation for the Fourth World Conference on Women, proposed to the government that girls who became pregnant should be re-admitted into school once care for the child was assured (Ministry of Education, 2005). This was the launch pad of the Re-entry policy. Since 1997, the Zambian government through the Ministry of General Education (MoGE), has allowed girls who fall pregnant to take leave and go on maternity and then continue with their education after delivery. The call for this policy came from various organizations including the civil society groups. When the influence of women's movements in Zambia grew, one of the issues they decided to fight for was justice for girls who were thrown out of school after getting pregnant.

The Re-entry policy was grounded in the outcomes of the Beijing Conference of 1995, a conference at which the Womens' Movement drew up its own priorities and action plan. The conference demanded that girls who dropped out of school because of pregnancy should be readmitted after delivery. In addition to this, Zambia is a signatory to most of the international instruments that promote the rights of children and women (Mwansa, 2011). Mwansa (2011) further states that the country recognises education of all children as a basic human right as enshrined in Article 26 of the United Nations Universal Declaration of Human Rights. It further recognises education as a right that is also guaranteed by the policy of Education for All (EFA), the United Nations Convention on the Elimination of

1

Discrimination Against Women (CEDAW), the United Nations Platform for Action and the Millennium Development Goals. In addition to the international instruments, major national policy developments within the education sector were initiated, culminating in the development of the third Ministry of Education (MoE) policy document on education "Educating Our Future" (1996).

Despite being part and signatory to all the above conventions and having various policy declarations in place, the capacity of the Zambian government to articulate and implement concrete policy interventions has been an issue of tremendous concern.

In September, 1997, a conference on girl's education was held at Mulungushi International Conference Center, Lusaka, at which the then Minister of Education, the late Dr Syamukayumba Syamujaye, announced that school girls who became pregnant would no longer be expelled and those who had been expelled in 1997 should be allowed to return to school (MoE, 1998). Mwansa (2011) states that the Re-entry policy launched in 1997 advocates that girls who drop out of school due to pregnancy should be readmitted after giving birth. The aim of this policy is to implement measures that will help prevent the exclusion of young mothers from furthering their education. In the event of a girl being forced out of school due to pregnancy, the Ministry of General Education (MoGE) has provided policy guidelines to assist schools and other stakeholders, such as parents and guardians, to ensure that the girl is enabled to complete her education.

This policy is now being implemented in Zambia and with it, came the debate on its advantages and disadvantages. MoE (2007) indicates that the church and parents whose daughters were in mission schools were against this policy and totally refused to re-admit the girls and opted to give the affected girls transfers. Thus, implementation of this policy remains a challenge in mission schools as it is viewed as supporting immorality among school pupils. Many of these schools cannot condone the Re-entry policy as sex before marriage is against the Christian faith. MoE (2007) notes that some of the girls, who returned to school after delivering, found it difficult to interact with fellow learners partly because of their conscience and their changed physical shapes. Wanyama and Simatwa (2011) are of the view that the fear that girls who re-entered after pregnancy will be of bad influence to others is a factor that needs to be militated against. Furthermore, girls who return to school after

2

delivery are considered to be immoral. There is fear that the girls may influence other girls through sharing of their experiences which might result in the spread of the vice. This study, therefore, sought to investigate the effectiveness of the Re-entry policy in government schools, from an educational management perspective in Itezhi-tezhi District of Central Province of Zambia.

1.1. Statement of the Problem

Zambia has a Re-entry policy in place to enable for the continued education of girls returning to school after giving birth. Despite the policy being implemented, many young girls continue dropping out of school because of falling pregnant. According to the 2009 Ministry of Education Statistical Bulletin, 15,497 girls got pregnant in 2009 but only 6,679 were readmitted in school and as such reducing the chances of nearly 9000 girls completing their education (MoE, 2009). The challenges that the girls face in secondary schools have not been fully pursued leading to several dropout cases among girls with teenage pregnancies. Though there is a Re-entry policy, the majority of the girls do not make use of it by returning to school after delivery. The policy might, therefore, not be effective. There was need for this study which sought to investigate the effectiveness of the Re-entry policy in government schools, from an educational management perspective.

1.2. Purpose of the Study

The purpose of the study was to investigate the effectiveness of the Re-entry policy in government schools, from an educational management perspective, in Itezhi-tezhi District of Central Province of Zambia.

1.3. Objectives of the Study

The objectives of the study were as follows:

1.3.1. General Objective

To investigate the effectiveness of the Re-entry policy in government schools in Itezhi-tezhi District of Zambia, from an educational management perspective.

3

1.3.2. Specific Objectives

1. To establish the role of the school management in the implementation of the Re-entry policy in selected schools in Itezhi-tezhi District.

2. To examine the awareness levels of learners about the Re-entry policy in selected government schools in Itezhi-tezhi District of Central Province of Zambia.

3. To examine the challenges faced by girls who go back to school after delivery.

4. To analyse the mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery.

1.4. Research Questions

The following were the research questions:

1.4.1. General Research Question

What is the effectiveness of the Re-entry policy in government schools in Itezhi-tezhi District of Zambia, from an educational management perspective?

1.4.2. Specific Research Questions

1. What is the role of the school management in the implementation of the Re-entry policy in selected schools in Itezhi-tezhi District?

2. What are the awareness levels of learners about the Re-entry policy in selected government schools in Itezhi-tezhi District?

3. What are the challenges faced by girls who go back to school after delivery?

4. What are the mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery?

1.5. Significance of the Study

The importance of this study was that the findings of the study might be useful to policy makers when coming up with other policies related to the education of girls in the MoGE, the schools in Zambia and in other countries. Additionally, the findings might be useful to stakeholders when evaluating the effectiveness of the Re-entry policy in government schools. This study might also help educational planners to mitigate the challenges that exist

4

at school level in line with the implementation and management of the Re-entry policy. Finally, the study might provide information to the MoGE to strengthen the school management system if it is to effectively and efficiently implement this policy.

1.6. Theoretical Framework

This study was informed by the Stufflebeam's context-input-process-product (CIPP) model of programme evaluation in educational management. Dick and Carey (1996) assert that the task of the evaluator in the Stufflebeams's context-input-process-product model is to collect data, plan, analyse, prepare information, choose the alternative action and report it. Dick and Carey (1996) note that this model argues that the action can be done in four parts namely, the result of the environment (context), implementation (process) and result about input and product. According to Stufflebeam, every part of evaluation needs three types of activities which accumulate all the information together, organize the collection of all the information and analyze the information (Potter, 2006).

The main purpose of this theory is to relate the information, context, input and process with the programme product. It is also to indicate the availability of a good environment in order to achieve the goal and objective of the programme. This model also enhances the growth of the programme and helps the leader to improve the process of the programme. Evaluation contexts also try to evaluate the premature conditions and needs in a situation. This will produce the issues, expose the problems and indicate the limits in the creation of a programme (Kerzner, 2003).

Klastorin (2003) suggests that the merits of Stufflebeam's context- input-process- product model of evaluation is to measure, translate and authenticate the progress of the programme. Furthermore, the other merit of this evaluation is to identify the weak and the strong object such as the institution, the programme, population/individual target and to prepare the indicator for changes. The results that have been produced will become the indicator to fix the mission that already exists and to indicate any changes. Input evaluation will measure the effort of the system and input from the strategies and the sources. This evaluation is used to arrange the results that will be used for guidance in choosing the program strategies and the changes that can be affected.

Nathan (1999) argues that in real terms, the inputs of this evaluation model has the following factors which can be seen as merits of the model and these include; the entering ability of students, the learning skills of students, the motivation of students, the living conditions of students, and the students' existing knowledge. Additionally, Potter (2006) states that this evaluation model will also look at issues in the inputs such as what knowledge, skills and attitudes related to the subject the teachers have and how supportive the classroom environment is.

Kerzner (2003) suggests that in practical terms in the process of CIPP, some factors are considered of which these include: how well or actively students participate, problems related to teaching, problems related to learning, if there is effective two way communication, weather knowledge is only transferred to students, or do they use and apply it and problems which students face in using/applying/analysing the knowledge and skills. According to Klastorin (2003), some other merits of this evaluation model can be seen through its methods used to evaluate the programme and here are some common ways; discussion with class, informal conversation or observation, individual student interviews, and evaluation forms.

It can be argued that the other merit of this model is that at management and evaluation stage, the researcher will ensure the processes evaluation while the programme is still in progress. This evaluation will act as the monitoring for a program that is still in a progress. Potter (2006) argues that the information about achievement and also the summary of the programme is very important while the program is still in progress and that the main objective which is also a merit of this model of evaluation in education management, is to ensure how far one program can fulfill the demand of a group. In this output evaluation phase, Potter (2006) further contends that the main purpose is to correspond the information, contexts, input and process with the input of the programme. Rossi and Freeman (2004) agree that this theory takes a holistic approach to evaluation as it has the potential to act in a formative as well as summative way.

The demerit which is the risk, however, of this evaluation model is that it may be directed only by expertise or outsiders, and for this reason it is vital to identify ways in which various stakeholders can be meaningfully involved. Aubel (1999) suggests that when responsibility

6

for programme evaluation is delegated to outside evaluation, they adopt a top down, doctor-patient relationship with programme staff. Aubel (1999) further asserts that often the programme staff is excluded from the process and the aura of secrecy which this creates, can make them feel suspicious and uncomfortable. He also asserts that the use of sophisticated data collection and analysis techniques reinforces the idea that the programme should depend on an evaluation expert to carry out the exercise. Frequently, evaluation results are not easily understood by programme personnel, nor readily applicable to their work. Therefore, all these factors may lead to the programme staff being disinterest and even alienation from an evaluation activity.

This theory was suitable for this study because it has a holistic approach in the way it views a programme success in educational management. The factors that the theory is concerned with for the success of the programme, are the context meaning the environment, the process meaning the implementation, the input meaning what goes into the system and the product which is the output. Therefore, the effective implementation of the Re-entry policy requires a holistic approach that involves a wide spectrum of stakeholders such as the head teachers, teachers, parents, pupils, Non-Governmental Organizations (NGOs) and the church members. All these stakeholders are the inputs for effectiveness of the Re-entry policy so as to produce a good product in a conducive environment. The Re-entry policy is a programme that should have the good context, process, input and product.

1.7. Operational Definitions

Family: This refers to the mothers, fathers, and grandparents, guardians of teen mothers who serve as parental figures for the teen mothers and are responsible for the day to day care of these teen mothers and their babies.

Primary Caregivers: Used interchangeably with family to refer to mothers, fathers, grandparents, guardians of teen mothers who serve as parental figures for teen mothers and are responsible for the day-to-day care of teen mothers and their babies.

Teen Mothers: Used interchangeably with girls with a baby to refer to mothers in school.

7

Re-entry Policy: A Policy that allows pregnant girls to return to school after delivery to complete their education despite their status.

Government Schools: Schools for the state, excluding mission and private schools.

Effectiveness: The degree to which the Re-entry policy is successful in producing desired results.

Stakeholders: Interested or affected individuals or organizations.

Support system: Deliberate measures including structures established to help a teen mother at school.

Stigmatization: Negative perception and attitudes towards teen mothers.

Re-admission: Being allowed back into school having left due to pregnancy.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviewed the literature from various sources to enable the researcher know what others have done about the proposed research topic. By reviewing various literature, the researcher was able to identify the existing knowledge gap. The chapter therefore, reviewed literature from the global perspective, African perspective and then trickled down to Zambia.

2.1. Literature from the Global Perspective

A number of studies have been done concerning the Re-entry policy throughout the world. At international level, there have been several measures and systems that have tried to address the plight of pregnant school girls. Teenage pregnancy is a worldwide problem which governments, the world over, are concerned about. Studies on teenage pregnancy reveal that teenage mothers were often themselves born to teenage parents and were more likely to end up both as single parents and to bring their children up in poverty (Hall, 2001). Gardner (2004) showed that in the year 2002, 425,000 babies were born to teenage mothers in the United States of America (USA) and Canada. Research findings by Levine and Brooks (1990) also indicated that teenagers accounted for 30 percent of non-marital births in America. According to Namunda and Mwenda (2010), gender differences in primary school enrolment were a major concern in Western Countries, South Asia and Middle East. This posed a great challenge to achieving gender equality by 2015. One of the major strategies aimed at maximising opportunities for a girl child to attain basic education, involved instituting a policy of re-admitting school girls who fell pregnant after they had delivered their babies (UNDP, 2010).

Maynard (1996) notes that in the USA teen mothers are disproportionately concentrated in poor communities characterized by inferior housing, high crime, poor schools and limited health services. To this effect, poverty is a great challenge to the teen mothers in schools and in the community in which they live. Furthermore, Wilson (1996) notes that teen mothers

9

faced increased health problems decreased educational achievement and an increased chance of living in poverty. Accordingly, Gallagher (1999) noted that separating pregnant school girls and teenage mothers whilst ensuring that they continued with school was best practice in the USA. A number of studies have been done in the USA to look at teenage parenting and schooling. One of the studies was done by Testa (1992). He wanted to find out the issues related to teenage parenting: challenges, interventions and programmes. The study established that girls between the ages of 10 and 14 years were the fastest growing group of parents, coupled with difficulties to cope with life when they gave birth. The study indicated that many adolescent mothers did not marry and were in poverty. The study further established that teen fathers lacked involvement with their children and with the mothers of their children (Testa, 1992).

Additionally, the study done by the Canadian Ministry of Education (1998) on the challenges and choices of keeping teenage mothers in schools revealed that fellow learners and teachers use judgmental glances or mean remarks, and that other teenage mothers quit school because of pressure from the school administration or teachers.

London (1983), in a study conducted in the United Kingdom (UK), found that teenage mothers who returned to regular comprehensive schools continually faced obstacles and dilemmas as they had to make a social adjustment to their peers and teachers and cope with anonymity accompanied with attending school. London also asserted that the teenage mother also had to adjust her self-image to being a pupil six hours a day, daily experiencing conflict as she struggled with her dual development as an adolescent and a mother. According to Fitzgerald (2003), flexible educational arrangements had to be made available in England for girls who fell pregnant while at school. This form of re-entry and retention into school was to be enhanced by giving the 'adolescent' mother some form of payment by the government. Clearly, this policy in England revolved around the inclusion and re-integration of 'adolescent' mothers into the regular school system as opposed to adolescent mothers who were made to learn in separate schools (London, 1983). In the United Kingdom, the practice was to integrate teenage mothers in regular schools (Gallagher, 1999).

2.2. Literature on Africa

In Africa, The Forum for African Women Educationists (FAWE, 1995) estimated that 20% of the girls who dropped out did so due to pregnancies and that in Kenya it is estimated that between 8,000 and 10,000 girls drop out of school every year due to pregnancy. This indeed poses a great challenge to the society and the Re-entry policy in Kenya. Stakeholders felt that some programmes to look into the affairs of young mothers should be put in place so as to help them cope with life because of the permanent change they underwent of parenthood, which often came with great challenges that needed maturity. These challenges came in different forms and as such posed great risk of success for young mothers (Bayona and Kadji, 1996).

Wilson (1996) noted that teen mothers were often subjected to discrimination and criticism from peers and staff members when attending a regular high school. He further asserted that even though a dedicated school for teen mothers might be more beneficial, they might feel left out from typical high school activities. Despite being engaged in school programs, teen mothers still had to deal with significant issues in their home and community. For example, a study by UNESCO (2010) on pregnant school girls and mothers within the school environment in Tanzania indicated that young mothers reported that the teasing and taunting from their peers started once rumours of pregnancy were circulated. The UNESCO study further revealed that the taunting of the teen mothers left them with emotional scars; they broke down and cried when talking about this experience. One student mother pointed out that while in school, boys would make sarcastic comments that triggered laughter from the rest of the students (UNESCO, 2010).

Accoding to Gillham (1997), stigma is a sign of social unacceptability: the shame or disgrace attached to something regarded as socially unacceptable. The stigma that comes with being a teen mother is alive and real. Gillham also noted that advocates state that bias against teen mothers often results in cruel social stigmatization, as they are regarded as morally tainted and often placed in separate classes and sitting arrangement lest they contaminate others with teen sexuality. He further contended that current and accurate statistics were difficult to find, but research by Fogel (1995), indicated that two thirds of teen mothers did not finish

11

high school and a high percentage of them remained poor and had a second child because of fighting for social acceptance and social seclusion.

Additionally, Goffman (1971) asserted that stigma was an attribute that was deeply discrediting, although there is need to clarify that the real context of stigmatization revolves not around attributes, but rather around relations between the stigmatised person and the normal person. Since the stigmatised are not seen as fully humane people, the normal use intentionally discriminating actions meant to reduce the life possibilities of the stigmatised (Goffman, 1971). Stigma is a societal function, a process which occurs where identity norms exist (McGurk, 1993). Norms are also attached to sexuality and sexual behaviour, in consequence becoming a teen mother is one of the actions deviating from the norms and as such teen mothers in schools suffer from stigma. These are cultural bonds, it is a great challenge to these teen mothers who struggle to acclimatize and concentrate in schools and life (Helge, 1989).

Henagan and West (2011) state that the average rate of teenage pregnancy was 143 per 1000 females in African countries, a figure that was higher than any other region globally. This prompted African governments to introduce policies that would ensure that the girls that left school due to pregnancy were given a chance to go back to school. It has, however, been argued that despite the existence of the re-entry policy in many African countries, the number of girls returning to school after giving birth remains low especially in rural areas (Lichie, 2010).

The phenomenon of girls getting back to school after giving birth in Kenya is on the rise. This trend is as a result of increased education on the availability of the Re-entry policy and the deliberate effort the government has put in place to educate teachers on the procedures for utilization of the re-entry policy, especially at school level (Adaji and Simwiinji, 2010).

Muganda and Omondi (2008) stated that Kenya had education sector policies that specifically addressed pregnant students and adolescent mothers and that the relevant policies were the 1994 "Return to School Policy" (hereafter referred to as 'Re-entry policy') and the 2009 "National School Health Policy." (NSHP). The Re-entry policy stipulates that girls may return to school (preferably, a different school) after giving birth; however, no definitive time frame details how long the period of leave should be. Despite its longstanding

12

tenure, in Kenya, the Re-entry policy has never been properly implemented or disseminated in recent years. MoE circular in Kenya was issued in the mid-1990; however, no evidence was found of the policy being circulated again afterwards. The NSHP appeared in 2009 and fills some of the school continuity void confronted by pregnant students. The NSHP states that pregnant girls should be allowed to continue with their studies for as long as possible, that "girls will undergo voluntary medical screening once per term," and that schools should provide special facilities for nursing mothers at school. No time frame or guidelines are provided to School Heads in regards to what "as long as possible" actually entails. Furthermore, the provision of nursing facilities for adolescent mothers has been found to be rarely implemented. The greater majority of schools are unlikely, at this point to allow, let alone promote, this component of the NSHP

Wanyama and Simatwa (2011) observed that there were incongruities between policy statements in the NSHP and best practices identified by School Heads. The NSHP stated that to all intents and purposes the school fraternity should act as if nothing had happened and teenage mothers in school should not be allowed to form groupings, for example, of young mothers' clubs (Wanyama and Simatwa, 2011). The policy also directed schools to counsel the affected girls and their parents. In practice, however, some School Heads stressed the importance of student mother support groups, mentorship programs, and bringing in outside speakers with personal experience of early pregnancy. Literature also shows a failure to adequately counsel the affected girls and their parents. Further, a lack of legal backing made the policy weak and unenforceable (Wanyama and Simatwa, 2011).

Wanyama and Simatwa (2011) study carried out in Emuhaya District in Kenya identified the major challenges preventing the implementation of re-entry policies by Head Teachers in Kenya as the lack of policy guidelines, fear of the school being ostracized by the community, fear of having mothers at school, and concerns about the harassment affected girls will receive from their peers. Recent findings from a Population Council baseline study highlight financial constraints and a lack of child care assistance as the top two barriers hindering out-of-school teenage mothers from re-entering school (Wanyama and Simatwa, 2011).

Different scholars (Undie, Mackenzie and Birungi, 2015) assert that there is a disconnection between the policy and its practice in Kenya; however the result is not necessarily negative.

The use of student support groups and utilization of outside speakers counters NSHP policy statements, but is used as a way to support pregnant students and adolescent mothers. It can thus, be thought of as a positive result. On the other hand, the failure to counsel girls and their families is clearly a negative outcome (Undie, Mackenzie, Birungi, 2015).

Muganda and Omondi (2008) argued that the practices in Kenyan schools generally allowed for re-entry at the discretion of the School Head without sufficiently detailed policy implementation guidelines to guide the process and that School Heads and teachers were willing to receive the girls and understand the importance of allowing the girls to return. They further argued that school Heads held the authority in deciding how long a girl might remain in school while pregnant, and the School Head re-admitting the student often did so on a selective basis where preference was given to strong academic performers who demonstrated remorse for becoming pregnant (Munganda and Omondi, 2008). Further, within the education and health sectors, there was no system of tracking or following-up on girls who went on leave because of pregnancy and schools had no follow up of their own. Munganda and Omondi (2005) also asserted that unless girls or their families pushed for re-entry, adolescent mothers were unlikely to resume their studies. They concluded that of the estimated 10,000 to 13,000 of girls who dropped out of school every year because of early and unintended pregnancy, most would not return (Munganda and Omondi, 2008).

With regard to Malawi, Yates (2008) stated that the Malawian Ministry of Education put in place a re-entry policy for adolescent mothers in 1993, and the procedures for implementing the policy were further revised in 2006. Yates (2008) further contended that the guidelines for the policy stipulated that girls were immediately suspended upon discovery of their pregnancy for one year and would be allowed readmission at the beginning of the next academic year following their suspension. Yate's study also revealed that counselling services were to be provided to the affected girl and the boy responsible for the pregnancy, if appropriate, both at the point of withdrawal from school and at the point of re-entry. Malawi's re-entry policy was also explicit on the fact that boys who impregnated girls faced an equivalent suspension of one year and could be re-admitted in the same timeframe. In practice, however, boys are rarely suspended for the full year. Although the right of such

students to continue their education should be upheld, the unequal treatment of girls in this situation, compared to their male peers, was of concern (Yates, 2008).

Yates' (2008) study further showed that in Malawi, both female and male students were only afforded one opportunity for re-entry during their academic careers. Repeated pregnancies were not tolerated. Girls often re-entered at a different school; however, the policy was silent about the issue and seemingly allowed for the affected girls to decide what was best for them. The policy also stipulated that School Heads had to submit letters that were eventually passed on to the Ministry of Education, documenting the girl's withdrawal and re-entry. It was unclear if there was a systematic method of tracking the affected girls, but some effort was made to document the process (Yates, 2008).

With regard to Botswana, Molosiwa and Bernard (2012) argued that Botswana had the longest standing re-entry policy in Africa and that Botswana utilized a re-entry policy instilled in the Botswana Education Regulations passed in 1978. In 1995, a government circular standardized the re-entry process per the original guidelines. The policy stipulates that pregnant girls are to be withdrawn from school and re-admitted to a different school no sooner than twelve months after the cessation of the pregnancy. According to Molosiwa and Bernard (2012), Pupils were not allowed to sit for examinations while pregnant or within six months of delivery, and their re-entry to school or ability to sit for examinations was contingent upon approval from the Minister of Education.

Molosiwa and Bernard (2012) further asserted that there was no mechanism to follow up on or keep track of girls who dropped out of school due to pregnancy. Consequently, girls were left on their own or their parents' initiative to find a new school and begin the re-entry process. Further, there was no legal backing to the re-entry policy and the Ministry of Education in Botswana had not expended much effort in disseminating the policy to schools or to promoting awareness among communities. As a result, knowledge about the re-entry policy was low within the education sector and within communities, a situation similar to that of Zambia.

2.3. Literature on Zambia

With regard to Zambia, the Re-entry policy launched in 1997 advocates that girls who drop out of school due to pregnancy should be readmitted after giving birth. The aim of this policy is to implement measures that will help prevent the exclusion of young mothers from furthering their education. In the event of a girl being forced out of school due to pregnancy, the MoGE has provided policy guidelines to assist schools and other stakeholders such as parents and guardians to ensure that the girl is given an opportunity to complete her education.

MoE (2010) states that the Zambian Ministry of Education instituted a Re-entry policy for teenage mothers in 1997 with revised guidelines in 2012, and that the school Re-entry policy language in Zambia stipulates a leave of absence ranging from six to no longer than twelve months after delivery before re-entry to school. Re-entry policy guidelines further suggest that pregnant girls and the boys responsible for the pregnancy should both be counseled upon withdrawal from school and at the time of re-entry. On paper, boys (in school) responsible for getting girls pregnant should be suspended for the equivalent amount of time as the pregnant girls are placed on a leave of absence; however, in practice, they are usually suspended after the girl gives birth until she returns to school 12 months later, if at all. It is important to point out that suspensions for students due to pregnancy (both the male and female student involved) infringe upon their right to education.

According to MoE (2010), at the point of withdrawal from school, parents and school administrators sign an agreement stating that the girl will re-enter no later than one year after giving birth. Guidelines produced by the MoE in 2004 further specify that girls should remain in school until the seventh month of their pregnancy unless advised to leave school earlier by a doctor (researchers found no evidence of this actually happening, however). The schools are involved in submitting paperwork that documents the withdrawal, pregnancy and other information to the Ministry of Education. Thus, there is some basic tracking, or at least documentation system in place of the affected girls. The Re-entry policy suggests girls should re-enter at a different school but allows them to remain at their original school should they choose to do so. Further, repeat pregnancies are not grounds for permanent expulsion. However, further detail is not provided on how to handle them. Pregnancy screening is also

16

common practice and is suggested as part of the re-entry guidelines to be done at the beginning of every term (MoE, 2010).

According to UNICEF (2010), in Zambia, the effectiveness of the Re-entry policy was shrouded in uncertainties in terms of the role that stakeholders needed to play in its implementation stage of the Re-entry policy. The Re-entry policy which was launched in 1997 advocates that girls who drop out of school due to pregnancy should be readmitted after giving birth. The Zambian government allows such girls to take leave and go on maternity leave and then continue with their education after delivery (MOE, 2005; 1998). When the Zambian government introduced the Re-entry policy, the aim was to ensure that girls who fell pregnant while at school could go back and complete their education. This was a response to the limited opportunities by the girl child who had been forced to drop out of school the moment they became pregnant. To the contrary the male child enjoyed freedom and managed to complete his education even after impregnating someone. Although the policy remain enforced, there is a concern that it has not served its objectives

In a study done by the Ministry of Education (1998) on teenage mothers in Zambia, the evidence shows that teenage mothers faced problems in organizing their new lives, managing their roles as mothers, and meeting the demands of school. The study further revealed that teen mothers' day to day problem in progressing with education lagged or fell behind with school work and had to catch up during school holidays and weekends which was expensive in terms of tuition and transport, and in some cases they were working very late in the evening to meet deadlines (MoE, 1998).

The Zambian situation reveals disparities between rural and urban areas in terms of continued access to education by adolescent mothers. Mwansa (2008) asserted that a significant number of school girl mothers in rural areas had not returned to school, despite the re-entry policy, compared to the high number of returning girls in urban areas.

2.4. Summary of Literature Review
This section reviewed various literature on teen motherhood. The main points that came out from most of the literature reviewed above were advocacy for the teen mothers' schooling and the challenges faced by the teens. The review showed that most of the research focused

on the following areas of teen mothers: national policies, teenage pregnancy and parenting, and the challenges faced by teenage mothers.

However, studies on the effectiveness of the Re-entry policy in government schools, from an educational management perspective in Zambia and indeed Itezhi-tezhi District, were not known, hence, creating a gap in knowledge which needed to be filled.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter discusses the methodology that was used in the study. It covers a number of issues such as the research design that the researcher used, sampling and sampling procedures, study area or site, study population, study sample, sampling techniques, instruments used during data collection, procedure for data collection, data analysis, ethical considerations, validity and limitation of the study.

3.1. Research Design

The research design took the form of a case study which focused its attention on finding out the effectiveness of the Re-entry policy in government schools, from an educational management perspective. According to Creswell (2007), a case study is an in depth study of a particular situation rather than a sweeping statistical survey. Creswell (2007) contends that the case study research design is also useful for testing whether scientific theories and models actually work in the real world. Palys (2008) suggest that in a case study, the researcher isolate a small study group, one individual case or one particular population. He further argues that a case study is about a person, group or situation that has been studied over time and that if the case study is about a group, it describes the behavior of the group as a whole, not behavior of each individual in the group. Palys (2008) states that in doing case study research design, the case being studied may be an individual, organization, event, or action, existing in a particular time and place.

The case study design was used in the current study because of the qualitative nature of the current study which considered the small study group of head teachers, teen mothers, guidance teachers, teachers and parents to the teen mothers. Furthermore, the study selected a case of two secondary schools in Itezhi-tezhi District of Zambia.

19

3.2. Study Population

The population in this study consisted of all the school head teachers, guidance and counseling teachers, teen mothers, teachers teaching teen mothers and parents or guardians to the teen mothers in Itezhi-tezhi district.

3.3. Study Sample

In this study, the sample consisted of two (2) head teachers, two (2) guidance teachers, four (4) teachers, four (4) teen mothers and four (4) parents or guardians of the teen mothers and twenty (20) pupils of which ten (10) were girls and the other ten (10) were boys. The total number of participants in the study was thirty six (36) participants all picked from the selected two secondary schools in Itezhi-tezhi District and from the community.

3.4. Sampling Technique

The study used purposive sampling technique in selecting the study sample because it considered the small population of variables which were the teen mothers, head teachers, guidance teachers, teachers, pupils and guardians to teen mothers. According to Palys (2008), Purposive sampling, also referred to as judgment, selective or subjective sampling, is a non-probability sampling method that is characterised by a deliberate effort to gain representative samples by including groups or typical areas in a sample. The researcher relies on his/her own judgement to select sample group members. Purposive sampling is mainly popular in qualitative studies. Palys (2008) further contends that purposive sampling is virtually synonymous with qualitative research. Purposive sampling represents a group of different non-probability sampling techniques. It relies on the judgement of the researcher when it comes to selecting the units such as people, cases/organisations, events, or pieces of data that are to be studied. Palys (2008) also observes that in purposive sampling, the sample being investigated is quite small, especially when compared with probability sampling techniques. In the current study, the participants were selected using purposive sampling because of the nature of the study which was qualitative. The two schools were selected because they were located in the central part of the district.

3.5. Research Instruments

In this study, the researcher used different instruments to collect information from the participants. The research instruments that were used were: the semi-structured interview guide, document analysis check list and the Focus Group Discussion (FGD) Guide. Additionally, a voice recorder was used as a supplementary to the interview guide. Data was collected between 10th March 2016 and 31st March 2016. The interview guide and FGD guide consisted of questions on the awareness levels of the re-entry policy amongst pupils, the role of school management in implementing the re-entry policy, the challenges faced by teen mothers after they reported back to school after delivery and measures taken by school management to address challenges faced by girls who went back to school.

3.6. Data Collection Procedure

This study was qualitative in nature. As such, it used the Focus Group Discussion (FGD), interview and document analysis as methods of collecting data. A Focus Group Discussion is a form of qualitative research method in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members (Collis, Jill; Hussey, Roger 2009). Schuh and Upcraft (2001) contend that a Focus Group Discussion will usually consist of 8-12 prescreened members and can last anywhere from 1-2 hours. With regard to interviews, Palys (2008) defines interviews as discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Interviews can be conducted in person or over the phone.

The study also used document analysis. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic and analyzing documents, incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Administrative Methods, 2010).

The interview method was used to collect data from the head teachers, guidance teachers, teachers and parents or guardians to teen mothers. The Focus Group Discussion was used to collect data from the pupils. The study also used document analysis to review documents

that the schools were using in relation to the re-entry process and these could be circulars, directives, policies, guidelines, reports on readmissions submitted to higher authorities and minutes of school meetings paying particular attention to school resolutions on school girl pregnancies.

3.7. Data Analysis

The qualitative data was analysed from the information recorded in the discussions, interviews and documents. Data was classified in major themes and sub themes and critically analysed. Expressions were infused in major views with a view to gaining deeper insight into the subject matter. Qualitative data was analysed by coding emerging themes and was subjected to the IPA interpretation. Interpretative Phenomenological Analysis (IPA) which involved the coding of emerging themes. Creswell (2007) defines an Interpretative Phenomenological analysis (IPA) as an experiential qualitative approach to research in social sciences concerned with trying to understand lived experiences and how participants themselves make sense of their experiences. He further asserts that the main aim of IPA is to explore in detail how participants make sense of their personal and social world. Thus, IPA and mainstream psychology converge in being interested in examining how people think about what is happening to them but diverge in deciding how this thinking can best be studied. According to Creswell (2007), IPA is a suitable approach when one is trying to find out how individuals perceive the particular situation they are facing.

IPA is also aimed at exploring, flexibly and in detail an area of concern. Therefore, research questions for an IPA are broadly and openly framed. IPA studies are conducted on small sample sizes. The detailed case-by-case analysis of individuals' transcripts takes a long time, and the aim of the study is to say something in detail about the perceptions and understanding of this particular group rather than prematurely make more general claims. IPA researchers wish to analyse in detail how participants perceive and make sense of things which are happening to them. It therefore requires a flexible data collection instrument such as the semi-structured interview guide (Creswell, 2007).

Creswell (2007) argues that IPA acknowledges a debt to symbolic interaction with its concern for how meanings are constructed by individual, it has a theoretical commitment to

the person as a cognitive, linguistic, affective and physical being and assumes a chain of connections between people's talk and their thinking and emotional state. IPA researchers realise this chain of connection is complicated because people struggle to express what they are thinking and feeling, there may be reasons why they do not wish to self-disclose, and the researcher has to interpret people's mental and emotional state from what they say.

IPA was used in this study because it is suitable for qualitative small samples, and this study used a qualitative small sample of 36 participants. IPA was also used because it was suitable for the researcher to analyse how participants of the study perceived and made sense of things happening to them in relation to the effectiveness of the management of the Re-entry policy in government schools, from an educational management perspective. This study, using the IPA qualitative approach, sought to explore how participants of the study made sense of their lived experiences concerning the effectiveness of the Re-entry policy in government schools, from an educational management perspective in selected schools of Itezhi-tezhi District of Central Province of Zambia.

3.8. Ethical Considerations
Ethical considerations were taken into account in this study. All the data collected was strictly treated as confidential and not used for any purposes other than the intended one. Consent was sought from the respondents and the researcher ensured that the respondents voluntarily participated in this study and maintained an open and honest approach to the study. The names of the participants were protected and kept confidential and if the participant wished to withdraw, they were free to do so. The researcher also sought an introductory letter from the university so as to enable the researcher collect data. The researcher also got permission from the District Education Board Office so that the researcher could be allowed to collect data from the selected schools.

3.9. Validity
Before the study was conducted, the issue of validity of the instruments to be used was taken into consideration. According to Nitko (1996), validity of an instrument refers to the accuracy with which an instrument measures what it sets out to measure. Validity refers to

23

the adequacy and appropriateness of the interpretations made from an instrument with regard to a particular use. Fisher (1991) explains that validity is the extent to which an instrument measures what it is supposed to measure. The pre-testing of the instruments was done at Shimbuwa Mbombo Secondary School in Itezhi-tezhi District of Central Province. The pre-testing provided a chance to revise ambiguous questions in the interview guide and FGD guide.

3.10. Limitations of the Study

This study was done primarily on a purposive sample and its generalization is limited. Further, due to the small sample size, that is few people from selected schools in Itezhi-tezhi District, the analysis on the effectiveness of Re-entry policy in government schools, from an educational management perspective, is limited to those particular schools.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0. Introduction

This chapter presents the findings of the study using the specific research questions as follows: what is the role of school management in the implementation of the Re-entry policy in selected schools in Itezhi-tezhi District of Central Province of Zambia? What are the awareness levels of pupils about the Re-entry policy in selected government schools in Itezhi-tezhi District of Central province of Zambia? What are the challenges faced by girls who go back to school after delivery? And what are the mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery?

In order to identify the participants in this study, the alphanumeric characters HT1 (meaning head teacher number one), GT1 (meaning Guidance teacher number one), ST1 (subject teacher number one), and so forth are used as shown in Table 1 below.

Table 1: Alphanumeric Symbols used to Identify Various Participants in this Study

Name of School	Symbols used
Itezhi-tezhi Boarding School	HT1- Head teacher one
	GT1- Guidance teacher one
	ST1- Subject teacher one
	ST2 – Subject teacher two
	TM1 – Teen mother one
	TM2 – Teen mother two
	FGD1- Focus Group Discussion one
	PTTM1- Parent to teen mother one

	PTTM2 – Parent to teen mother two
Uphill Day Secondary School	HT2- Head Teacher two
	GT2- Guidance Teacher two
	ST3- Subject Teacher three
	ST4- Subject Teacher four
	TM3-Teen Mother three
	TM4- Teen Mother four
	FGD2- Focus Group Discussion two
	PTTM3- Parent to Teen Mother three
	PTTM4-Parent to Teen Mother four

4.1. What is the Role of the School Management in the Implementation of the Re-entry Policy?

In this section, the researcher presents the interview results as reflected by the questions responded to by head teachers, guidance teachers and teachers regarding the role of the school management in the implementation of the Re-entry policy.

4.1.1. Views of Head Teachers

From the responses by HT1, it was revealed that the role of school management in the implementation of the Re-entry policy was: to ensure that the teen mother was accepted back to school and counselled through the guidance and counselling office, to provide a conducive school learning environment for teen mothers to learn without any sort of segregation and discrimination, to ensure that the Re-entry policy guidelines and procedures were adhered to and to sensitize stakeholders such as pupils, teen mothers, teachers and the

26

community through gatherings like the school briefings for members of staff, school assemblies and Parent-Teacher Association (PTA) meetings. Additionally, HT1 indicated that the school management had a role to make sure that it dealt with the challenges faced by the teachers who were teaching the teen mothers.

When HT1 was asked how the school management was implementing the Re-entry policy, he said the following:

> *When a girl child is impregnated, she is accorded an opportunity to report back. The boy, girl and parents are called to the school. The boy and his parents are requested to sign the form to accept the responsibility of the unborn child and the mother. The boy and his parents sign the form as an indication to accept to financially and materially support the mother to be. Thereafter, the girl is allowed to attend lessons until such a time her maternity leave commences. If both are school going, they will be subjected to go on maternity leave for a period of one year.*

According to the findings gathered from HT1, in order for an effective implementation of the Re-entry policy to materialize, there should be a good relationship between the school management and the parents or guardians. The parents should be informed about the re-entry policy guidelines so that the negative perception of some parents over their teen mothers could be reduced.

With regard to HT2, the findings showed that he indicated that the role of school management was to sensitize the pupils, teachers and the community.

The study findings also showed that schools did not receive funds from the MoGE to enable them conduct local sensitization meetings about the Re-entry policy or to make photo copies of the circulars for parents or guardians or to financially support the teen mothers to enable them continue with their education. The following is what HT2 said on this issue:

The ministry of General Education does not give this school financial support which can be used to implement the Re-entry policy. Some teen mothers are abandoned by both their guardians and the men responsible. As a result, they resort to renting in the nearby villages and this means they have difficulties to continue going to school because they need money for school fees and to feed the baby (HT2, interview, March, 2016).

The study also revealed that some parents or guardians lacked information on the Re-entry policy and the moment they discovered that their daughter was pregnant they lost interest in providing educational support to the girl. This was exemplified in the following words by HT2:

Most parents or guardians portray a negative attitude towards their girl child who has been impregnated as they feel it is the end of their daughter's academic life. Some parents castigate the teen mother in our presence saying that she should just go into marriage because that is the path she has chosen (HT2, interview, March, 2016).

4.1.2. Views of Guidance teachers

With regard to Guidance and Counselling teachers, the findings indicated that one of the roles of the school management in the implementation of the Re-entry policy was to ensure that the majority of the teen mothers reported back to school after delivery. However, one of the guidance teachers had this to say:

The majority of teen mothers do not report back to school because of poverty caused by the lack of funds to pay the school fees and to feed their babies. Others fend for themselves and if the girl was on sponsorship by organizations such as FAWEZA, the Time to Learn, or social welfare, they stop supporting her without giving proper reasons. We had cases where some girls were removed from the sponsorship because they had fallen pregnant. They are accused of wanting to be mothers. Some parents or

guardians refuse to continue sponsoring the girl child saying that she has
chosen to be pregnant instead of going to school (GT1, interview, March,
2016).

The Guidance teacher one also indicated that the teen mothers were not very free to mix and mingle with the non-teen mothers, hence, causing segregation and discrimination among the learners.

It was also revealed that some teen mothers, when given a chance to report back to school, did not learn from their past mistakes. The Guidance teacher two had this to say:

Some teen mothers were afforded a chance to report back to school after
falling pregnant for the first time but others in this same group fall pregnant
for the second time (GT2, interview, March, 2016).

4.1.3. Views of teachers

When asked whether sensitization took place, one of the teachers told the researcher that:

the school management and administration have not taken a stance to
sensitize pupils from the school and there is nothing that has been done
to create awareness; hence, some pupils have come to know the
information of Re-entry policy just by accident because schools have not
taken the pivotal role to sensitize the pupils and because of this, some
girls when they get pregnant do not come back to school (ST2, interview,
March, 2016).

The findings from one teacher indicated that schools did not adequately sensitize the learners on how to prevent premature pregnancies. The school management had a role of prevention of premature pregnancies, but this was rarely done. The respondent told the researcher:

The school management has a role to play in ensuring that various
stakeholders are equipped with relevant information about the re-entry

policy and address the challenges that teachers face in teaching. Doing so will enhance the effective implementation of the Re-entry policy (ST4, interview, March, 2016).

It was further revealed that some teachers faced challenges when teaching the teen mothers. The school management was supposed to be alert and be able to address the challenges faced by the teachers, as stated in the following words by one of the teachers:

Teen mothers view their teen mothership more prominent than being a pupil. Their concentration at school is disturbed because those who are breastfeeding usually seek permission to go and attend to their babies. It is rare for them to be in class the whole week (ST1, interview, March, 2016).

Another teacher (ST2) interviewed said that teachers faced challenges because the pupils they taught were parents, yet they (the teachers) were not yet parents. As a result, some teen mothers did not take what the teachers taught seriously.

Additionally, the findings from ST3 were that the Re-entry policy had no backing from various stakeholders. The government had not put in place strong measures to support the teen mothers financially and materially. Some teen mothers did not report back to school because they felt they had lost track in school activities and getting back to school was viewed a waste of time.

The findings collected from teacher ST2 showed that the school management did not sensitize teachers about the re-entry policy guidelines. As a result, teachers had limited knowledge about the policy. Teacher ST2 had this to say when asked if he sensitised his pupils about the re-entry policy:

I have no adequate information about the Re-entry policy guide lines. How do I tell my pupils things I do not know? I get information on the re-entry policy from hearsay. It has not

been officially communicated to me by the school management
(ST2, interview, March, 2016).

Teacher ST2 was of the view that the Re-entry policy enhanced early pregnancies and immorality because some pupils knew that they would be accepted back in the school system.

Additionally, Teacher ST2 revealed to the researcher that some pupils reported back to school because they wanted to continue with their education, and since they were given a second chance they became serious with their studies.

The researcher was also, generally, informed by both teachers and students interviewed that the head teachers in their schools rarely talked about these policies during the staff meetings and the school assemblies.

It was also revealed from the findings by ST3 that some girls who reported back to school wanted to be treated differently from the rest of the pupils. This is exemplified by the following:

Some Teen mothers always want to be treated differently from other pupils by the teachers and they always expect their fellow pupils who are not mothers to respect them because they have a child. Other mothers do not learn a lesson and repeat the same trend of becoming pregnant. The majority do not report back because they find more advantages to be at home where they are treated with respect by family members and the community than being at school. Some teachers with information about the policy feel that telling pupils about it is like encouraging them to have early pregnancies.

4.2. What are the Awareness Levels of Pupils about the Re-entry Policy?
This section presents the views of the pupils with regard to their awareness levels about the Re-entry policy.

31

4.2.1. Views of pupils from the FGD

The findings from the FGDs were that the majority of pupils were not aware of the Re-entry policy because the school management was not doing enough to talk to them on the policy. One of the participants in the FGD1 told the researcher:

> *The issue is that the school management only comes in when one is pregnant. They only put posters of the Re-entry policy in their offices and not in class rooms. Therefore, very few pupils are aware of the Re-entry policy.*

Generally, participants who took part in the FGD1 indicated that some pupils, after giving birth, did not report back because they feared to be called mothers and the majority tended to have lost interest in school.

As a way of finding out their awareness levels, pupils in the FGD1 were asked about what they did after discovering that their colleague was pregnant. One of the pupils said that they encouraged the girl not to abort and reported to a teacher they trusted. Another participant responded that they advised the friend to see the guidance teacher, and not to drop out of school. The other participants acknowledged that they gossiped about the girl.

When the researcher tried to find out about the learners' perception of the Re-entry policy, generally, this was what Group 2 told the researcher:

> *The Re-entry policy is a good policy because access to education is given back to the teen mothers. The policy does not hinder the right to life as it prevents teen mothers from terminating the pregnancy. Poverty levels tend to reduce in that after the teen mother gets the desired form of education, she may know how to take care of her baby. The problem is that there is limited information concerning the policy (FGD2).*

During the FGDs, the majority of the pupils lamented that they did not discuss the issues of early pregnancies with their parents or guardians and that the only time the parents or

guardians talked about such issues was when the parents suspected that the children were misbehaving.

The common findings discovered by the researcher from the two FGDs conducted were that the majority of the pupils did not know the contents of the Re-entry policy because the policy was either less or not talked about by the school management. Another finding was that causes of early pregnancies were rarely mentioned by both the school management and the parents. It was also discovered by the researcher that school clubs like the Anti AIDS clubs and SAFE clubs were not very active to disseminate information about early pregnancies and HIV AIDS. One of the participants revealed to the researcher:

> *These clubs called anti AIDS clubs and SAFE clubs are not functional now*
> *but only resurface during commemorations of days such as the World Aids*
> *Day. Some pupils attend these celebrations to present their poems and not*
> *to be made aware of policies relevant to their lives (FGD1).*

4.3. What are the Challenges Faced by Girls who go back to School after Delivery?

In this section, the researcher presents the views of the teen mothers, parents or guardians of the teen mothers and head teachers with regard to the challenges faced by girls who went back to school after delivery.

4.3.1. Views of the Teen Mothers

It was also discovered, from the views of the teen mothers, that the Re-entry policy was a good policy to some teen mothers who went back to school. It enabled them to continue with their education. However, they faced some challenges. One of the teen mothers had this to say:

> *Sometimes I just feel shy and out of place to mingle with some of my*
> *classmates, although the school management has been helpful to me. They*
> *are not strict in that they give me permission to go and attend to my baby*
> *when I want to go back home to breast feed. They also excuse me from*
> *doing the afternoon activities, such as preventive maintenance. My family*
> *is supportive because they take care of my baby when I am at school and as*

for now I do not face any form of discrimination from my classmates (TM1, interview, March, 2016).

There were also findings that indicated that teen mothers usually faced financial constraints in that the moment some NGOs discovered that a girl child was pregnant, they terminated the support for the girl. Other financial constraints were that if the boy responsible was also financially handicapped, it meant that there would be no adequate support to both the girl and the baby. One of the teen mothers (TM2) indicated that before she became pregnant she used to be sponsored by the Time-to-Learn Organisation to go to school. However, the moment she got pregnant the financial school support was terminated with immediate effect.

Furthermore, from the responses by TM3, the study established that some parents insisted that the teen mother should take up the responsibility on child-rearing instead of continuing with her education. This is exemplified in the following:

My mother was very upset with me when she discovered that I was pregnant and she opted to continue paying school fees for my young sister and as for me she said I should just stay at home to take up the responsibility of taking care of my baby. My other sister helps me to take care of my baby. After class, I do the business of selling fish so that I can raise money for my education (TM3, interview, March, 2016).

Other findings indicated that some teen mothers lacked concentration in class. One teen mother (TM4) said, in an interview, that she lost concentration in class, especially when her baby was sick. Responses by TM4 also indicated that when there was no one to care for the baby, she missed school to take up the responsibility of caring for the baby and taking her to the clinic for under five activities.

4.3.2. Views of Parents or Guardians of Teen Mothers

Another challenge identified in the study was that some of the girls were impregnated by men who were not financially stable. Additionally, the findings from parent PTTM1

34

indicated that some parents faced financial pressure to care for both the teen mother and the baby. When she was asked to clarify what she meant, parent PTTM1 said the following:

> *My only source of income is through selling fish and the boy who impregnated my daughter is not able to provide financial and material support due to the fact that he is still a school going child. His parents do not have enough resources to support my daughter to go to school and to buy food for the baby. Before she became pregnant, she was under the sponsorship of a certain Non-Governmental Organisation but after discovering that she was pregnant they stopped supporting her.*

Furthermore, the responses by PTTM2 indicated that some teen mothers went back to school for a few months and then stopped afterwards because there was no one to take care of the baby as the parents were busy. PTTM2 further indicated that she was willing to take her daughter back to school but there was no one to care for her baby. Parent PTTM2 also responded that she had to leave home early each day to fend for the rest of the family.

Another parent (PTTM3) interviewed responded that she was ready to take care of her daughter's baby the first time she became pregnant, and went back to school. However, when she discovered that her daughter was pregnant for the second time, which came to her as a shock, she thought she was old enough to have learnt from her earlier experience. Parent PTTM3 also responded that she could not pay her daughter's fees anymore. She decided to surrender her to the man responsible for the pregnancy. The man was the one paying her daughter's school fees from the pieces of work he did.

One of the parents to the teen mothers told the researcher that she felt comfortable to educate a boy child than a girl child and this was what she said:

> *It is better to educate a boy because most girls get themselves pregnant and bring more burdens to feed her and the baby at the same time. I continued taking her to school just for formality because she is my daughter and there was nothing I could do (PTTM4, interview, March, 2016).*

4.3.3. Views of Head Teachers

It was revealed that the majority of the teen mothers faced financial challenges and the school management could not take the boy or man responsible to court for failing to support the teen mother and the baby. One head teacher had this to say:

> *The school has no legal rights to force the boy and his parents or guardians to support the girl and the child financially and materially. Only the parents to the girl or the girl herself can do so. However, the parents who do not know where to go will do nothing. Sensitization to pupils, teachers and parents or guardians on the policy is very minimal and this means that there is little knowledge on the Re-entry policy (HT1, March, 2016).*

Participant HT1 concluded by saying that this was a challenge to the teen mothers who went back to school after delivery in that when there was lack of finances from the boy responsible and the parents, it became a challenge for the girl to continue with her education. Hence, creating challenges for an effective implementation of the Re-entry policy.

4.4. What are the Mitigation Measures taken to overcome the Challenges faced by Girls who go back to School after Delivery?

This section presents the interview results as reflected by the questions responded to by the head teachers and teachers regarding the mitigation measures taken to overcome the challenges faced by the girls who went back to school after delivery.

4.4.1. Views of Head Teachers

The responses by HT2 were that schools tried to put the girls whose financial support was terminated by some organizations due to pregnancy on Parent-Teacher Association (PTA) sponsorship to enable them continue with their education. He further indicated that the mitigation measures taken by the school management to overcome the challenges faced by the girls who went back to school after delivery were to encourage the teen mothers, counsel

them and make follow up visits to their homes when they failed to attend classes. Participant HT2 had this to say:

> *The guidance section has a plan and programme in place used to encourage and counsel teen mothers and we monitor the school attendance of the teen mothers through the school class registers. If discovered that the attendance is bad, the guidance office will make follow up visits to places where teen mothers reside (HT2, interview, March, 2016).*

It was also discovered from the responses of HT1 that one of the measures to take, in order to deal with the challenges faced by teen mothers who went back to school, was by integrating the Re-entry policy in the lessons. This could be done by teachers talking about the policy before starting a lesson, so that pupils could be equipped with relevant knowledge about the Re-entry policy.

4.4.2. Views of Teachers

One of the findings from ST 2 was that the school management should mainstream the teen mothers into the school system, meaning that teen mothers should not be treated like ordinary pupils. Instead they had to be counselled fully by the guidance teacher before and after taking maternity leave.

It was also revealed from the views of ST3 that motivational speakers could play a role in motivating the teen mothers to continue with their education. This is what ST3 said:

> *Having motivational talks with the teen mothers can motivate them to continue with their education despite the situation they are going through. The motivational speaker should be someone who had been in a similar situation in the past but managed to succeed in her education (ST 3, interview, March, 2016).*

Additionally, the Re-entry policy information should be included in the prescribed formal education curriculum. One of the respondents told the researcher the following:

> *The Re-entry policy guidelines must be included in the school curriculum and should be examined so that both teachers and pupils can have information about it (ST 4, interview, March, 2016).*

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Introduction

This chapter discusses the findings according to the objectives of the study. The objectives of this study were: to establish the role of school management in the implementation of the Re-entry policy in selected schools in Itezhi-tezhi District of Central Province of Zambia, to examine the awareness levels of pupils about the Re-entry policy in selected government schools in Itezhi-tezhi District of Central province of Zambia, to examine the challenges faced by girls who go back to school after delivery, and to analyse the mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery.

5.1. The Role of the School Management in the Implementation of the Re-entry Policy

It was established from the findings of the study that the head teachers and teachers were not involved and consulted at policy formulation stage of the Re-entry policy; hence, affecting the effectiveness of the policy. As such, it was difficult for them to implement a policy which was imposed on them. Involvement of stakeholders is important because, as implementers, they will feel part and parcel of the implementation process. For effective implementation of the policy, stakeholders such as the head teachers and teachers could have been involved. These findings agree with the study by Oliver (1996:9) who stated that, "participation is an essential requirement if individual head teachers and teachers are to feel that they are part of the change and not just being asked merely to implement changes developed by others."

Oliver (1996) also argues that if head teachers learn about change through the medium of memoranda and circular, then they will not gain that sense of ownership which is crucial if change is to be truly successful.

Although Oliver's (1996) views were about head teachers, they can also be applied to teachers, and pupils who are at the receiving end of the policy in this context. In spite of the concept of change in schools and institutions, and the importance of involving all relevant

stakeholders in the policy formulation process being given much prominence in international literature, this study found that pupils, teachers, and head teachers were not involved at the initial stage of policy formulation.

The school management should maintain a good relationship with the parents for effective implementation of the Re-entry policy so that the negative attitudes exhibited by some of the parents towards teen mothers could be reduced, the findings about good relationship between the school management and the public are in line with those of Kochhar (2011:168) who stated the following:

> The school, if it is to serve the community, must enlist the cooperation of the parents of the pupils. No head teacher can be really successful, if he does not look beyond the four walls of his school and is contended with organising and directing its internal activities only. He/she should take every opportunity which presents itself of getting into touch and keeping in touch with the parents of the pupils. This will add to the effectiveness of the work of the school, make its scope more comprehensive, and enable the parents and teachers to pull in the same direction.

When the respondents were asked to state the kind of support they received from the Ministry on the implementation of the Re-entry policy, the school level implementers reported that they did not receive funds, not even funds meant to photo-copy the circular for the parents and/or the Parents Teachers Association (PTA). No funds were given to conduct local sensitisation meetings on the policy.

The findings of the study were that the school management had a role of prevention and a role of management to play so as to effectively implement the policy. The school management had also a role to play in the prevention of early pregnancies through sexual education programmes. The prevention aspect of the policy was considered to be the main focus of the policy with the hope that fewer and fewer pregnancies would occur among the learners. The school management should come up with strategic mechanisms to ensure that pregnancies were prevented through adequate sensitization of the learners.

In cases where prevention measures failed and learners became pregnant, the school management was tasked to endeavor to manage the situation by supporting pregnant learners, expectant fathers and parents/guardians of the teen mothers so as to help the teen mothers continue their education. This process should be collaborative effort involving the school, the pregnant learner, the expectant father and their families. It was expected that each situation should be assessed and evaluated individually because learners had different individual needs. That is, each case should be assessed with sensitivity according to the learner's health, financial situation, options for child care, family support or lack of support, the timing of the delivery in relation to the school calendar and the needs of the newborn child.

The school management should ensure that the right to education, more especially for a girl child, was maintained and the school environment should be free from discrimination. UNESCO (2014) contends that school management should ensure the right to education and a duty of care meant to keep the girls in school or other education programmes to enable them to complete secondary education. Good quality education, including comprehensive Sexuality Education (CSE) and safe, non-discriminatory and violence free school environments should be provided to the girl/learners.

Additionally, the study established that the school management did not promote linkages between CSE and health services, did not develop young people's confidence to access services, and did not ensure that young people have education and skills on how to avoid pregnancy. Awareness should be centered on gender equality in schools, pregnancy prevention and Support for girls' rights.

The findings of the study also showed that there was the lack of training of teachers by the school management on how to handle issues of the Re-entry policy and teen pregnancies. This was shown from the challenges the teachers faced when teaching the teen mothers within and outside the classroom environment. The teen mothers' concentration was usually disturbed as they sought permission to go and breast feed. Some ended up missing classes

Many teachers did not have strategies on how to make sure that they provided conducive environment, in the school, for the teen mothers to continue learning because they were not taught by the school management how to handle such issues. These findings confirmed the studies conducted by FAWE (2012) on the re-entry policy in Malawi, Mozambique,

41

Namibia, Swaziland, Zambia and Zimbabwe. The study highlighted the main challenges for the implementation of the Re-entry policy in most of the countries. Some of the challenges were related to the lack of training for teachers on how to apply the policies, or to inadequate action plans, support mechanisms or resources in schools for the implementation, difficulties in arranging activities, in allowing adolescent mothers to breastfeed, lack of monitoring. Others related to cultural norms preventing parents and the community to support and appreciate the policies, or perpetuating stigma and discrimination from teachers.

Teachers are often unprepared to deal with pregnant girls and adolescent mothers in a classroom setting (Mpanza and Nzima, 2010). They might be afraid of physical accidents putting pregnant girls' safety at risk (Ramulumo and Pitsoe, 2013), or they might see girls as adults who do not fit in with the school environment (Shaningwa, 2007). Indeed, even if they would like to support girls and help them achieve better academic results, they feel unable to offer additional time for lessons missed or other forms of assistance because of lack of skills and absence of school structures for parenting learners (Bhana et al., 2010).

This study has shown that early and unintended pregnancy was related to a range of adverse health outcomes for both the young mothers and their babies. Whilst acknowledging the principal role played by the health sector in developing programmes aimed at reducing the negative impacts on the health of pregnant girls, adolescent mothers and their babies, the education sector could make a significant contribution towards better health and social outcomes. It could do so by promoting adolescents' access to services through the development and reinforcement of an effective referral system and counselling services within school, and equipping adolescents with appropriate knowledge about how to prevent early and unintended pregnancies.

As a consequence of dropping out of school, girls' opportunities were reduced in terms of the overall benefits of education that contributed to their physical and emotional growth, increase in knowledge and life skills, higher self-confidence and better outcomes in life. Outside of the education system, girls also had fewer chances to access the knowledge and skills aimed at preventing early and unintended pregnancy. This could increase their use of contraception and live healthier sexual and reproductive lives. Access to comprehensive sexuality education (also as part of life-skills and health education) could help to prevent

42

early pregnancy, or delay the first pregnancy and increase birth spacing (Hubbard, 2009), and more generally reduce risky sexual behaviours. It is worthy stating that comprehensive sexuality education (CSE) which goes beyond biological information on body changes and pregnancy prevention and includes skills related to the ability to interact, build relationships and have control over your body and actions, is key to reducing early and unintended pregnancy. Indeed, when looking at the effectiveness of interventions in reducing early and unintended pregnancy rates, evidence suggests that a broad approach to developing life skills, confidence, self-efficacy, the ability to plan for the future, gender equality and non-violence among children and young people, is critical. A World Health Organisation (WHO) review on preventing early pregnancy and poor reproductive health outcomes, found that interventions combining curriculum-based sexuality education with contraceptive promotion to adolescents, helped to reduce pregnancy rates before the age of 20 years. In addition, efforts to retain girls in school, both at the primary and secondary levels, reduced the risk of child marriage, which, as discussed above, is one of the determinants of early pregnancy (Chandra-Mouli et al., 2014).

It was established in this study that the re-entry policy had no limitation on how many chances could be given to a girl child who had fallen pregnant. The girl could become *pregnant as many times as she liked and still come back to school. As such, some girls used it as a pass port to misbehave. This led to overcrowding in some schools in that the girl* would stay in the school for a longer period of time if she became pregnant more than once. Furthermore, since the maternity leave granted by the school lasted a year, this blocked the school places for other girls who were denied the chance to have places at the same school.

5.2. The Awareness Levels of pupils about the Re-entry Policy in Public Schools

The findings of this study showed that there was limited sensitisation of the re-entry policy given to the pupils. As a result, the majority of the pupils did not know about the re-entry policy. Therefore when some pupils discovered that they were pregnant they stayed away from school because they did not know that they could continue with their education. The challenge here was that the Re-entry policy was received with mixed feelings by some schools and some just implemented it because it was a directive from the MoGE. This might be the reason why much attention was not given to the policy so that it could be made known

to the learners. These findings confirm the findings of Samati (2013) who argued that there was limited awareness about the Re-entry policy and suggested that efforts should be made to raise awareness and ownership of the policy among community leaders, parents, students and school administrators. Clear implementation guidelines in collaboration with communities and school administrators should address the cultural norms that led to most adolescents to drop out of school when they become pregnant.

The study also showed that in most cases, the policy was only revealed to those pupils who were detected to be pregnant but the information of the policy was rarely reviewed to those pupils who were not pregnant. It is no wonder one of the pupils in the Focus group discussion said that the school management only came in when one was pregnant. Posts of the policy were displayed in the offices not in the classrooms. This was an indication that there was low sensitisation of the Re-entry policy amongst the learners. Some of the pupils who were not teen mothers did not have any full information of the policy and its guidelines.

It was also, shown in this study, that the majority of the teachers had limited information about the Re-entry policy guidelines. This is because the school management did not fully communicate with the teachers through the guidance and counselling office about the Re-entry policy. This meant that if the teachers had limited knowledge about the policy even the learners would not have information about it.

This showed that Non-Governmental Organisations, teacher unions, and other civil society organisations had not done enough to provide information to both the learners and the teachers about the Re-entry policy and how to handle issues of early pregnancy in the school. As shown in this study, the Re-entry policy should be given adequate attention as much as is given to issues on HIV and AIDS.

Some of the parents interviewed reported that the policy had not been well disseminated among all other parents and the learners. Therefore they noted that there was need for the government to make a deliberate effort in creating awareness about the policy among all the stakeholders. Effective enforcement of the policy was necessary in order to increase its levels of awareness among stakeholders. Some of the parents interviewed suggested that the government should enact the policy as a by-law and enforce it, not just making statements

without any follow ups. It should also increase the level of awareness of the policy by employing people to educate all the stakeholders about the policy.

There is need for the policy to be effectively disseminated among all stakeholders and widely discussed for it to be well implemented. The participants' views were that all stakeholders should be sensitised about the needs of the young mothers and how best to respond to them. They identified several strategies and measures to be employed to improve the policy and support the young mothers. The development of these strategies and services should bring about more community involvement, support and ownership of the policy. Participants included in the study generally suggested that public participation in the policy implementation was to be achieved through collaboration and partnerships among all stakeholders and Non-Governmental Organisations (NGOs) as a collective responsibility. They felt that a multi-pronged approach that combined the efforts of all stakeholders could effectively deal with all the challenges facing girls' education.

Another key issue that was raised by some respondents in relation to the awareness of the re-entry policy was involvement of stakeholders in the re-entry policy. Some head teachers revealed that NGOs were better placed to create awareness about the re-entry policy. Given the nature of their activities which were always based on the grassroots levels, NGOs had good networks for creating awareness of the policy to the public at large. This awareness by NGOs could bring about local support for the policy which was pivotal in bringing about effective policy implementation. Collaboration between the Government and some of the NGOs was a necessity in undertaking some of the activities meant to create awareness about the policy among all the stakeholders. The Government's role in coordinating this initiative and taking charge of the process was crucial and desirable.

In summary, the school management should organise seminars to educate the people on the policy. They should also involve NGOs because they work with the grass roots. If the information is shared to all groups then the policy will be effective. Thus, key themes that came through the findings in this section were the role of school management and NGOs in the creation of awareness about the policy, the need for all stakeholders to be sensitised on the policy and support for implementation of the policy.

45

For the Re-entry policy to be effectively implemented, the pupils should be fully aware of it so that they might know how to handle issues related to pregnancies and where to go when faced with such difficulties and stigma which is in some schools and communities.

5.3. The Challenges faced by Girls who go back to School after Delivery

According to the findings, the majority of the teen mothers did not face the challenges of discrimination from both their fellow pupils and the members of staff. The challenge that most of the teen mothers faced was the issue of financial constraints. In a situation where a boy was not able to support the girl and the baby, the teenagers' parents also struggled to offer any support. Some teen mothers' support to school by some organisations was scraped off after discovering that the girl was pregnant. This was an unfortunate situation as the girl lost the chance to continue her education.

These findings agreed with Mwansa (2011) who stated that the main reason for dropouts from school by some teen mothers was the lack of financial support. Her survey reveals that generally girls from disproportionately poor backgrounds dropped out of school due to pregnancy compared to those from better off households. This was also in line with the findings of Kelly (1999) who stated that in all countries, children of poorer families were less apt to enroll in school and more apt to drop out than children of better-off families. This showed that there was a link between poverty and early adolescent pregnancy, which consequently led them to be temporarily excluded from school. Poverty also might lead most of the girls to be in sexual relationships with elderly men, leading to early pregnancies.

In addition, the findings of this study agreed with the findings from the situational analysis on girls conducted in Zambia by Kelly (1998), which revealed the links with household income, gender and dropping out. The study indicated that girls from the poorest households were less likely to attend school in preference for boys. According to Mwansa (2011), poverty was a plausible explanation of school disruption for the majority of girls who dropped out of school in Zambia. The direct and indirect cost charged by schools which included school fees, school uniforms and other PTA levies contributed to girls dropping out. Mwansa (2011) found that the failure to raise money to pay for school fees contributed to the majority of the early pregnancies as some of those who failed to raise the high school fees

were assisted by elderly men who demanded sex in return. This was also in line with the findings by Imamura (2007) who stated that; in all regions of the world, poverty and socio-economic marginalization were the main determinants of early and unintended pregnancy. This is further supported by a study which investigated the factors associated with adolescent pregnancy among 13–19 year olds in the European Union, conducted in 2007. The study highlighted the strong relationship between socio-economic deprivation and adolescent pregnancy. Additionally, United States data showed that unintended pregnancy was mostly concentrated among poor and low-income women (Guttmacher Institute, 2013).

In developing countries, poor and marginalized girls are among those more likely to become pregnant, not only after getting married very young, in some contexts in exchange for a dowry, but also because they may engage in consensual or forced transactional sex to support themselves and their families (UNFPA, 2013). In qualitative research conducted in Uganda, young people described poverty as an impetus for having children as a source of income, labour and old age insurance (Beyeza-Kashesya, 2010).

In the current study, the findings revealed that there were challenges with the implementation of the Re-entry policy because of the fact that it was not a law but a policy so it was not binding. There is no law in Zambia that compels parents to continue paying for their daughter in case a parent has opted to stop supporting the teen mother to school. In a number of cases there is lack of financial support for them to complete school because their families disown them or, if they stay with them, tell them there is no more money to cater for all their education needs because they are now taking care of her baby.

Some parents became so upset that they stopped supporting the girl child especially if she got pregnant the second time. This implied that when parents expressed uncontrolled anger, some teen mothers got so scared that they chose to run away from their homes. This finding is similar to Twenge's (2002) finding that close family members of teenage mothers did not make it easy for them. Some snapped a judgment of immorality on them. In the current study some had engaged in a kind of trial marriage with the father of the child, while others had gone to live with relatives.

The study further established that some teen mothers felt shy to return to school. Some of them opted to attend another school. They were ashamed to return to the original school.

47

They did not have someone to look after the child. There were also financial constraints which made some girls opt to find a job. Some learners were too ashamed to reveal that they were pregnant, they just left. They did not feel comfortable to continue with their education. When they leave school they do not report that they are pregnant and the parents do not communicate to the head teachers. As a result, they are removed from the attendance registers as drop-outs with no interest in schooling. When they want to come back, Head teachers would not admit them because they are not committed to studies. Shyness was one of the main contributing factors. The teen mothers did not have the courage to stand up among their peers. In other words, some mothers broke up the good relationship they had with their daughters after learning that they were pregnant, as such, there would be lack of support. The findings further showed that some learners were ashamed of being laughed at by other learners. Some parents did not want their daughters to go back to school.

Furthermore, the study established that pregnant girls and adolescent mothers might stay in school but were frequently disturbed by family chores and went unnoticed by their teachers. Students opting out of school and withdrawing could still come back to school but might suffer from anxiety and depression, which affected the learning process (Lall, 2007). The quality of learning (or the girl's educational experience) was likewise, affected by a pregnancy. Furthermore, pregnant students tended to feel tired and lacked concentration at school, and are sometimes obliged to miss classes for medical reasons (Pillow, 2006). After delivery, adolescent mothers were generally described by teachers as restless and sleepy during lessons and at risk of falling behind with school work due to their double responsibility as students and mothers (Maluli and Bali, 2014). As a consequence, young mothers often struggle to achieve good academic results and pass their final exams. However, there are also cases of good performance where the mothering experience becomes a motivating factor for improving learning, especially when financial or psychological support is available for young mothers (Maluli and Bali, 2014; Mayzel et al., 2010).

Nonetheless, it is clear that a majority of adolescent mothers are not returning to school after giving birth (Mutombo & Muenda, 2010). The Re-entry policy does not appear to be having as great an impact as it could on adolescent mothers' ability to continue their education after giving birth; additional support systems are likely needed to address the barriers that prevent

many adolescent mothers from returning to school. These barriers include the responsibility of caring for their children, new financial responsibilities and the logistics of regularly breastfeeding a young baby. These responsibilities may prevent an adolescent mother from returning to school even if she wishes to do so and the school permits her too. Furthermore, adolescents may be stigmatized and face discrimination by other students as well as teachers when and if they return to school. These realities may prevent many adolescent mothers from returning to school even though they have the legal right to do so.

5.4. The Mitigation Measures taken to overcome the Challenges faced by Girls who go back to School after Delivery

The findings of the study established that girls who went back to school faced financial challenges and lacked adequate counseling. These findings were similar to those of Mwansa (2011) who felt that Re-entry policy did not adequately address the challenges in that it made no provision for counseling of adolescent mothers. In order for the Re-entry policy to achieve its desired results, the challenges faced by the teen mothers should be addressed beginning from the school level, community and national level.

Despite these challenges, and though the implementation process was not perfect, acceptance of the policy has grown over time. Qualitative studies indicate that many parents, students, and non-profit organizations in Zambia now support the Re-entry policy. However, many girls continue to face social, financial, and practical challenges in returning to school after giving birth. These findings also confirmed with the findings by Mutombu and Muenda (2010) in their 2010 Review of the Re-entry Policy, where they conducted 279 interviews with females in 12 districts who had left school due to pregnancy, some of whom had returned to school and others who had not. 50% of the girls who had not returned to school named lack of financial support as their main reason for not returning, while 10% cited stigma and the way that they would be treated by other students.

In the current study the major challenges faced by the teen mothers were found to be financial constraints which made teen mothers not to afford to pay the school fees and be able to feed their babies, some teen mothers were ashamed to return to the original school. Other teen mothers did not have someone to look after the child. Some learners were too

ashamed to reveal that they were pregnant; they just left the school without the knowledge of the guidance office and school management because they did not feel comfortable to continue with their education. The mitigation measures taken to overcome the challenges included putting the teen mothers who were extremely vulnerable on school PTA sponsorship so as to enable them continue with education. Counseling teen mothers before and after commencement of the school maternity leave was also one of the measures used to mitigate the challenges faced by teen mothers. This might helped them to be psychologically stable and be able to accept their predicament and fit in the school learning environment with other pupils. Guidance and Counselling teachers interviewed reported providing counselling services to pregnant learners before their maternity leave.

However, this study also noted that no follow-up counselling services were offered to girls on the school re-entry. It also indicated that a major support service provided to pregnant learners and adolescent mothers had to do with assisting them in filling in forms at the time of taking maternity leave. In addition, the assessment also found great variance in the frequency of guidance support provided by Guidance and Counselling teachers at the participating schools, and in the number of cases referred to them by other school staff.

Other findings of this study were that the measures to take to deal with the challenges faced by girls who went back to school was by making departmental structures that created awareness to teachers and pupils. This could be done by providing the Re-entry policy guidelines by the guidance office to all departments so that teachers in various departments could have information on the Re-entry policy and later release this information to the pupils.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

Generally, this study brought to the fore a number of issues that needed to be addressed if the Re-entry policy was to be effectively implemented at school level. In order to examine the effectiveness of the Re-entry policy in government schools, from an educational management perspective, this study focused on achieving the following objectives: the role of the school management in the implementation of the Re-entry policy, the awareness levels of pupils about the Re-entry policy, challenges faced by girls who went back to school after delivery and the mitigation measures taken to overcome the challenges faced by girls who went back to school after delivery.

6.1. Conclusion

This study concludes that to a large extent, the Re-entry policy was not being effectively implemented because some teen mothers were financially unstable and could not continue with their education due to the fact that they did not have enough money to pay their school fees. The other issue was that schools, because of limited finances, failed to conduct local sensitisation meetings about the Re-entry policy or to make copies of circulars that they could distribute to various stakeholders in the community.

With regard to the challenges faced by the teen mothers and mitigation measures taken to overcome the challenges, the study established that the teen mothers mainly faced the challenges of finances to support themselves and to feed their babies. This occurred in situations when both the man responsible and the parents to the teen mothers had no financial capacity to support the teen mother and the baby. It was also noted that some teen mothers were removed from sponsorship by some NGOs who had been paying school fees

for them. It was discovered that the school tried to put some teen mothers on PTA sponsorship as a way to mitigate the financial challenges faced by the teen mothers.

With regard to the awareness levels of the Re-entry policy, it was also discovered that there was minimal sensitisation about the Re-entry policy by the school management given to the teachers, parents and pupils. On the roles of the school management in the implementation of the Re-entry policy, it was established in the study that the school management had a role to disseminate information about the policy to various stakeholders. However, this role had not been fulfilled.

6.2. Recommendations

Based on the findings of this study, the following recommendations are made:

i)   The Re-entry policy should be included in the school curriculum so that both the learners and the teachers can have adequate knowledge of the policy. The school curriculum should treat the policy the way information about HIV and AIDS is treated.

ii) The school management should sensitize pupils, parents or guardians about the Re-entry policy through school assemblies, school board meetings, PTA meetings and other platforms.

iii) Though the Re-entry policy is a mitigation measure, the focus should be for the government through the MoGE to deal with the root cause of teenage pregnancy in schools by providing comprehensive sexual reproductive health education.

6.3. Recommendations for Future Research

It is recommended that further research can be carried out in the following areas if the Re-entry Policy is to be effective.

1.   The challenges faced by teachers who are teaching the teen mothers in government schools.

2.   The Role of the Non-governmental Organizations in the effective implementation of the Re-entry policy in government schools.

52

REFERENCES

Adaji, S. E. (2010). *The Attitudes Of Kenyans In School Adolescents Towards Sexual Analysis. London*: Oxford University Press.

Administration methods. (2010). Retrieved February 2, 2016, from Student Voice Web site: https://www.studentvoice.com.

Apter, D. and Molina, R. (2012). *Sexuality Education:Finnish and Chilean Experiences. Pediatric and Adolescent Gynecology. Evidence-Based Clinical Practice.* 2nd, revised and extended edition. Endocr Dev. Basel, Karger. 22, 332–356.

Aubel, J. (1999). *Participatory programme evaluation manual.* Mary-land: Child Survival Technical Support Project (CSTS).

Bayona, I. & Kandji, M. (1996). *Botswana's Pregnancy Related Policies and their Implications Design and Implement Policy in Zambia.* Create Pathways to Access, Research Monograph no.70.

Beyeza-Kashesya, J., Neema, S., Ekstrom, A. M. and Kaharuza, F. (2010). *"Not a Boy, Not a Child": A qualitative study on young people's views on childbearing in Uganda.* African Journal of Reproductive Health, 14(1), 71–82.

Bhana, D., Morrell, R., Shefer, T. and Ngabaza, S. (2010). *South African teachers' responses to teenage pregnancy and teenage mothers in schools.* Culture, Health & Sexuality, 12(8), 871–883.

Collis, Jill; Hussey, Roger (2009). *Business research: a practical guide for undergraduate and postgraduate students.* London: Palgrave Macmillan.

Cresswell, J.W. (2007).*Qualitative Inquiry and research design: choosing among five traditions (2nd ed).*Thousand Oaks: Sage publications

Dick, W. and Carey, L. (1996). *The Systematic Design of Instruction.* (4th ed). New York: Harper Colins Publishing

FAWE. (1995). Zambia's *Campaign for Enabling Readmission Policy for Adolescent mothers.* Lusaka: Zambia.

Gillham, B. (1997). *Facts about teenage pregnancies.* Retrieved from http://www.abcbooks.com/sm-search-0304336149-facts-about teeenagpregnanciesw/0304336149.html-3k. retrieved on 10/03/2016.

FAWE/OSISA. (2012). *Final Narrative Report. Joint project on analysis study of re-entry policy in 6 countries in Southern Africa.* Nairobi, FAWE.

FAWEZA (2010). *National Score Line on Zambia's Progress towards Gender Equality.* Lusaka FAWEZA

Fitzegerald, P, S. (2003). *Flexible Educational Arrangements For Vulnerable Children. Focus on Secondary education.* UNESCO institute for Statistics.Toronto:Canada. Francisco.

Gallagher, W, S. (1999). *The Plight of Teenage Mothers in Europe:* London: Oxford.

Gardener, B, C. (2004). *Dealing With Gaps in Education.* Manchester: Manchester Book Printers.

Goffman, E. (1974). Frame analysis. *New York: Forms of talk.* Philadelphia. University of Pennsylvania press.

Guttmacher Institute. (2013). *Unintended pregnancy in the United States.* (retrieved on 14 March 2016from http://www.guttmacher.org/pubs/FB-Unintended-Pregnancy-US.html).

Hall, B, D. (2001). *Steps towards Effective Educational Systems in the United Kingdom.* London: Oxford

Helge, D. (1989). *Preventing Teenage Pregnancies in Rural America.* National Rural Development institute, Western Washington University: Bellingham WA.

Henegan, A. and West, G (1995). *Limitations in Educational Access:* Comparative in Education, Lusaka.

Imamura, M., Tucker, J., Hannaford, P. Silva, M. O., Astin, M., Wyness, L. and Temmerman, M. on behalf of the REPROSTAT 2 group. (2007). *Factors associated*

54

with teenage pregnancy in the European Union countries: a systematic review. The European Journal of Public Health, 17(6), 630–636.

Kelly, M. J. (1998). *Primary Education in a heavily indebted Poor Country: The case of Zambia in the 1990s.* Lusaka: University of Zambia Press.

Kelly, M. J. (1999). *The Origins and Development of Education in Zambia. From pre-colonial times to 1996.* Lusaka: Image Publishers Limited.

Kerzner, H. (2003). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling.* (8th ed.). New York: Wiley.

Klastorin, T. (2003). *Procject Management: Tools and Trade-offs.* (3rd ed.). New York: WilleyLiche, E. - Teenage Pregnancy: A Psycho-Social Meltdown. Challenge Magazine Vol. 12

Kochhar, S.K (2011). *School Administration and Management.* New Delhi: Sterling Publishers Private Limited.

Lall, M. (2007). *Exclusion from School: Teenage Pregnancy and the Denial of Education. Sex Education,* 7(3), 219–237.

London B, C. (1983). *Short Changing Girls, Short Changing America.* Washington D.C .Manchester: Manchester Book Printers.

Maluli, F. and Bali, T. (2014). *Exploring Experiences of Pregnant and Mothering Secondary School Students in Tanzania.* Research on Humanities and Social Sciences, 4(1), 80–88.

Maynard, R .A. (1996). *Kids having Kids.* New York: The urban Institute Press.

Mayzel, M., Kachala, F. and Kerner, B. (2010). *Reaching out to Teen Mothers in Malawi* (retrieved on 16 March 2016 from http://www.k4health.org/sites/default/files/Reaching%20Out%20to%20Teen%20 Mothers%20in%20Malawi_0.pdf).

MOE (1999). *Educational Statistical Bullentin.* Lusaka: Ministry of Education.

.... (2005).*Educational Statistical Bullentin.* Lusaka: MOE.

.... (2007). *Educational Statistical Bullentin.* Lusaka: MOE.

.... (2008). *Educational Statistical Bullentin.* Lusaka: MOE.

........(2009). *Educational Statistical Bullentin.* Lusaka: MOE.

.........(2010). *An Evaluation of Re-entry Policy in Zambia.* Lusaka: Ministry of Education.

Molosiwa, S. & Bernard, M. (2012). *Girl-pupil Dropout in Secondary Schools in Botswana: Influencing Factors, Prevalence and Consequences.* International Journal of Business and Social Science 3(7):266-271.

Muganda-Onyando, R. &Omondi, M. (2008). *Down the drain: Counting the Costs of Teenage Pregnancy and School dropout in Kenya.* Nairobi: Centre for the Study of Adolescence.

Mutombu, Namuunda & Mumbuna Muenda. 2010. *Review of the Re-entry Policy.* Ministry of Education. Lusaka, Zambia

Mwansa, A. (2011). *Re-entry to School after Giving Birth:* An Evaluation of the Process used to design and implement policy in Zambia. Research Monography No. 70. London: the Institute of Education.

Mwansa, C, J. (2008). *The Impact of Re-Entry Policy in Zambia.* Lusaka

Namunda, M. and Mwenda, M. (2010). *Review of the Re-Entry Policy.* Lusaka. No. 1 6 August 2010. no.16.Nairobi: Academy science publishers. on ex-pregnant girls'education and productivity. Abridged research report Printing PLC.

Nathan, M.(1991). *Service Management in Schools: A survival Guide.* Oxford: Blackwell.

Oliver, P. (1996). *The Management of Educational Change.* Aldershot: Hartnolls Limited.

Palys, T. (2008). *Purposive Sampling: the Sage Encyclopedia of Qualitative Research Methods.* Sage: Los Angeles.

56

Pillow, W. (2006). *Teen Pregnancy and Education: Politics of Knowledge, Research, and Practice*. Educational Policy, 20(1), 59–84.

Potter, C. (2006). *Programme Evaluation*. Cape Town: UCT press.

Ramulumo, M. R. and Pitsoe, V. J. (2013). *Teenage Pregnancy in South African Schools: Challenges, Trends and Policy Issues*. Mediterranean Journal of Social Sciences, 4(13), 755–760.

Rossi, P. H., Lipsey, W.M., & Freeman, H.E. (2004). *Evaluation: A Systematic Approach* (7th ed.) Thousand Oaks, CA: SAGE:

Samati (2013). *The Interface of Policy and Cultural Change: Engaging Communities in Support of Girl's Education in Malawi*. Washington, DC: Brookings Institution, Center for Universal Education.

Schuh & Upcraft, (2001). *Assessment Practice in Student Affairs*. San Francisco: Jossey-Bass.

Shaningwa, L. M. (2007). *The Educationally-related Challenges Faced by Teenage Mothers on Returning to School: a Namibian case study*. Doctoral dissertation, Rhodes University (retrieved on 8 March 2016 from http://eprints.ru.ac.za/1646/).

Sherril, B., Foucek, G.A. and Waterbury, A (2005). *Programme Evaluation: Principles and Practices*. (2nded). Portland: Northweat Health Foundation

Smith, P. and Ragan, T. (1999). *Instructional Design*. (2nd ed). New York: John Wiley & Sons, Inc.

Tessmer, M. (1993). *Planning and Conducting Formative Evaluation*. London: Kogan Page Limited.

Testa, K. (1992). *Parenting: Challenges, Interventions and Proggrammes*. New York: MacTexas.

Twenge, J. M. (2002). *Age, Race, Socio-economic Status and the Birth Cohort differences on Children's depression inventory: a meta-analysis*. Journal of Abnormal Psychology.3 (4) 488-578.

Undie, C., Mackenzie, I., Birungi, H. (2015). *Expanding Access to Secondary School Education for Teenage Mothers in Kenya: A policy dialogue report.* Nairobi: Population Council

UNDP (2010). *Girl Education in Africa.* New York: New York Printers.

UNESCO. (2010). *Global Education Digest, Comparing education Statistics across the world.* Paris UNESCO.

UNESCO. (2014a). *Booklet 9: Puberty Education &Menstrual Hygiene Management. Good Policy and Practice in HIV & AIDS and Education* (booklet series). Paris: UNESCO.

UNFPA. (2013c). *Adolescent Pregnancy in Eastern Europe and Central Asia.* Regional brief (retrieved 9 March, 2016 from http://eeca.unfpa.org/publications/adolescent-pregnancy-eastern-europe-andcentral-asia).

Wanyama, E.G.A. &Simatwa,E.M.W.(2011). *Prospects and Challenges in the Implementation of the Re-entry Policy of girls in secondary Schools in Kenya: A case study of Emuhaya District.* Nairobi: Kenya.

Wanyama, E.G.A & Simatwa, E.M.W. (2010). *Paying the Price of Pregnancy.* Academic journalAug2010,vol6,8p,1372-1398.

Wilson. (1996). *When Work Disappears: The World of the Urban Poor.* New York: Knopf.

Yates C. (2008). *Keeping Children in School: A Review of Open Education Policies in Lesotho and Malawi.* London: Institute of Education, University of London.

APPENDICES

Appendix 1: Interview Guide for Head Teachers

School: ……………………………….. Date: ……………………. Time……………..

I am a post graduate student from the University of Zambia in collaboration with Zimbabwe Open University conducting a study on 'The effectiveness of Re-entry policy in government schools, from an educational management perspective: a case of selected schools in Itezhi-tezhi district.' All your responses will be appreciated, treated with utmost confidentiality and used for academic purposes only.

1. How is your school management implementing the re-entry policy?

2. Has the re-entry policy in your school achieved the desired results? Explain.

3. Does the school management sensitise teachers on the re-entry policy? Explain.

4. Do the majority of teen mothers report back to school after giving birth? Explain.

5. Are the members of the community aware of the re-entry policy? Explain.

6. Do you have a deliberate school internal management policy that is used to sensitise pupils about early pregnancies? Explain.

7. How is your school management handling issues of stigma to teen mothers?

8. What challenges is your school management facing in implementing the re-entry policy?

9. How can the challenges above be mitigated?

Now that we have come to the end of our discussion, may I request that you keep your doors open for me to come and seek clarity if need be, and may I assure you, once more, that all the responses you have given will be treated confidentially and used for academic purposes only.

Thank you very much for your cooperation.

Appendix 2: Interview Guide for Teachers

School: ……………………………….. Date: …………………… Time……………..

I am a post graduate student from the University of Zambia in collaboration with Zimbabwe Open University conducting a study on 'The effectiveness of Re-entry policy in government schools, from an educational management perspective: a case of selected schools in Itezhi-tezhi district.' All your responses will be appreciated, treated with utmost confidentiality and used for academic purposes only.

1. As a teacher, what challenges do you face in teaching teen mothers?

2. Are you aware of the re-entry policy? Explain.

3. What are some of the weaknesses of the re-entry policy, if any?

4. Do the majority of girls report back to school after giving birth?

5. Does your school management sensitise both teachers and pupils about the re-entry policy? Explain.

6. Do you spend time, as a teacher, to talk about re-entry policy with your pupils? Explain

7. As a teacher, do you think the re-entry policy is bringing desired results in the school? Explain.

Now that we have come to the end of our discussion, may I request that you keep your doors open for me to come and seek clarity if need be, and may I assure you, once more, that all the responses you have given will be treated confidentially and used for academic purposes only.

Thank you very much for your cooperation.

Appendix 3: Interview Guide for Guidance and Counselling Teachers

School: …………………………….. Date: ……………… Time……………..

I am a post graduate student from the University of Zambia in collaboration with Zimbabwe Open University conducting a study on 'The effectiveness of Re-entry policy in government schools, from an educational management perspective: a case of selected schools in Itezhi-tezhi district.' All your responses will be appreciated, treated with utmost confidentiality and used for academic purposes only.

1. Do you sensitise the pupils on the re-entry policy? Explain.

2. From your experience as a guidance teacher, do girls report back to school after giving birth? Explain.

3. Do you have documents to show re-admission cases of Re-entry policy?

4. Do you think the Re-entry policy is achieving its intended purpose? Explain.

5. Is the community aware about this policy? Explain.

6. What could be the reasons for some pupils not to report back to school after giving birth?

7. What are the weaknesses of the re-entry policy?

Now that we have come to the end of our discussion, may I request that you keep your doors open for me to come and seek clarity if need be, and may I assure you, once more, that all the responses you have given will be treated confidentially and used for academic purposes only.

Thank you very much for your cooperation.

Appendix 4: Interview Guide for Teen Mothers

School: …………………………….….. Date: ……………………… Time……………..

I am a post graduate student from the University of Zambia in collaboration with Zimbabwe Open University conducting a study on 'The effectiveness of Re-entry policy in government schools, from an educational management perspective: a case of selected schools in Itezhi-tezhi district.' All your responses will be appreciated, treated with utmost confidentiality and used for academic purposes only.

1. Do you know anything about re-entry policy? Explain.

2. What did the school do when they discovered that you were pregnant?

3. Is the school management helpful to you to enable you go on with your studies? Explain.

4. Is the family where you come from supportive to enable you to continue with your studies? Explain.

5. What challenges do you face at school?

6. What challenges do you face at home in terms of your studies?

7. Do you face any stigma from any of the members of staff at the school or from your friends? Explain.

8. Do you know a friend who refused to report to school after giving birth? Explain.

Now that we have come to the end of our discussion, may I request that you keep your doors open for me to come and seek clarity if need be, and may I assure you, once more, that all the responses you have given will be treated confidentially and used for academic purposes only.

Thank you very much for your cooperation.

Appendix 5: Interview Guide for the Parents/guardians to Teen Mothers

Date: .... Time..................

I am a post graduate student from the University of Zambia in collaboration with Zimbabwe Open University conducting a study on 'The effectiveness of Re-entry policy in government schools, from an educational management perspective: a case of selected schools in Itezhi-tezhi district.' All your responses will be appreciated, treated with utmost confidentiality and used for academic purposes only.

1. What do you know about the Re-entry policy? Explain.

2. How did you get to know about the Re-entry policy?

3. What are the weaknesses of the Re-entry policy?

4. Do you think the Re-entry policy is beneficial to you? Explain

5. What challenges do you face as a parent in educating your girl child?

Now that we have come to the end of our discussion, may I request that you keep your doors open for me to come and seek clarity if need be, and may I assure you, once more, that all the responses you have given will be treated confidentially and used for academic purposes only.

Thank you

Appendix 6: Focus Group Discussion Guide for Pupils

School: .... Date: .... Time.................

I am a post graduate student from the University of Zambia in collaboration with Zimbabwe Open University conducting a study on 'The effectiveness of re-entry policy in public schools from an educational management perspective: a case of selected schools in Itezhi-tezhi district.' All your responses will be appreciated, treated with utmost confidentiality and used for academic purposes only.

1. Are you aware of the re-entry policy? Explain.

2. What do you do in the school when you discover that your friend is pregnant?

3. Is the school management doing enough to sensitise you about the re-entry policy? Explain.

4. Do those who become pregnant report back to school after delivering? Explain.

5. Do you discuss issues of early pregnancy with your parents? Explain.

6. Is the re-entry policy a good policy? Explain.

7. Do you have anything you think you have left out and would like to add? Explain.

Now that we have come to the end of our discussion, may I request that you keep your doors open for me to come and seek clarity if need be, and may I assure you, once more, that all the responses you have given will be treated confidentially and used for academic purposes only.

Thank you very much for your cooperation.

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

Appendix B: Letter of Maternity Leave and Re-Admission

Ref/Serial Number ....

Dear ....

This serves to inform you that the school has granted you maternity

From .... to......................................

You will be required to report for classes on ....at 07.30 hrs.

Please note that disciplinary action will be taken against you if you fail to report on the

stated date.

Yours sincerely,

....

Name of Head of School

....

Signature

Date Stamp

Appendix C : Commitment by male involved in pregnancy

Republic of Zambia

Ministry of Education

I/we (''we'' in the case of school boy and parents/guardians)................................

.... Do hereby promise to support the baby and mother (name of girl) both financially and materially until the child is 21 years of age. I/We also promise to assist the girl's parents in ensuring that she returns to school after delivery and by the date stated in the letter of re-admission.

Name of school boy/male responsible for the pregnancy

....

Address...

Date of birth..

Grade (if in school)..

Occupation..

Signature...

Date..

Name of parents/guardians (where applicable in case of school boys/minors)

Father/Guardian...

Mother/Guardian..

Date..

Four copies

1 copy to pupils' parents/guardians

1 copy to pupil

1 copy to school file

1 copy to school Guidance and Counselling file

Appendix: D: Detailed School Record

A. Details of School

Name of School: ....

District:...Province: ....

Address of School: ....

Tel/Fax/Email: ....

Type of School: GRZ/Community School/Private/Grant Aided:.............................

B. Bio-data

Part (i) – Details of Female Pupil

Name of Pupil:..

Grade:...........................

Date of Birth: ....

Name of Parents/Guardians: ....

Residential Address during Leave: ....

Permanent Address: ....

Status: Orphan (Single/Double) Not Orphan (underline where applicable)

Part (ii) – Details for Tracking Teen Mother

Expected date of delivery: ....

Date Leave granted: ....

Expected date of Re-admission: ....

Date of actual Re-entry: ....

Date of Transfer: ....

Name of School to which Transferred: ....

Reason for Transfer: ....

....

....

Part (iii) – Details of Male Involved in Pregnancy

Name of Man or Boy: ....

Status   (a) Teacher/School

Personnel...

(b) School

Boy/Student:...

(C) Male

(c) Male Relative:..

(d) Outsider:

....

Date of Birth: ....

Residential Address: ....

Postal Address: .... Tel No:....................

NRC No: ....

Occupation: ....

Place of Work: ....

Part (iv)

Number of counselling sessions attended for female pupil: ....

Number of counselling sessions attended for male pupil: ....

Number of counselling sessions attended for Parents/Guardians: ....

Any other Information: ....

....

Part (v) Parent's/Guardian's commitment

I/we ....do hereby promise that

my/our daughter ....returns to school after delivery

and by date stated in the letter of re-admission..

....

Signed Date

4 copies:

1 copy to pupil

1 copy to school file

1 copy to School Guidance and Counselling file

1 copy to DEBS